

PUBLIC, NONPUBLIC AND AEA
REFERENCE MATERIAL FOR COMPLETING THE SPRING
BASIC EDUCATIONAL DATA SURVEY (BEDS)

2010-2011 SCHOOL YEAR

SPRING BASIC EDUCATIONAL DATA SURVEY
Long-standing forms
REFERENCE

Iowa Department of Education
Bureau of Planning, Research, Development, and Evaluation

Grimes State Office Building
Des Moines, Iowa 50319-0146

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Introduction

This document contains instructions for all data collected in the Spring BEDS forms from Public and Nonpublic schools. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide LEP/ELL Academic data via BEDS). When you have a question, refer to the instructions for that particular form.

BE SURE TO KEEP A COPY OF THE BEDS REPORT FOR YOUR FILES!

District/System Level Forms:

Information in this section describes the district/system as a whole and should be completed at the central administrative offices.

8th Grade Technology Literacy (Public Districts)

Purpose:

Every student needs to demonstrate technological literacy in order to function in a society driven by technological advances. Regardless of race, ethnicity, gender, family income, geographic location, or disability, students at the eighth grade level need to be able to demonstrate a level of technological proficiency based on local standards and expectations. These standards and expectations need to be defined, and students assessed in order to ensure skill development for transition to higher levels of education and greater productivity in an emerging global economy.

Guidance:

Districts need to validate the existence of a locally defined definition of technology literacy for 8th grade students, determine how many students meet the definition and identify how the students were determined to be technological literate.

If your district whole-grade shares **out** the 8th grade, click the check box. You will not be required to fill out this form.

U.S. Department of Education Elementary and Secondary Education Part-D

<http://www.ed.gov/policy/elsec/leg/esea02/pg34.html>

Early Childhood (Public Districts)

Purpose:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through the Early Childhood page will verify and validate early childhood education as one of Iowa's educational priorities.

Guidance:

Child Development/Preschool Programs

This section has been eliminated. The data will now be collected through the EASIER student data collection.

Department of Education Website – 3 to 5 Years Old

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=631&Itemid=2139

Section A – School-Aged Child Care Programs

Report numbers served in school-age child care programs offered through the district; in conjunction with another agency or organization or with parent fees. If any of these options apply, enter the number of children served. Include programs for all grade levels.

Verification for data which represents 25% difference from the previous year will be required. Please verify the current year's data by checking the box in all highlighted cell(s).

For this data set:

- Holiday means any typical national or school district holiday break.
- Summer means a program that is offered during the months when school is not typically in session.

Department of Education Website – Before and After School Programs

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=800&Itemid=1301

Section B – Kindergarten Programs

Report the number of buildings offering the specific type of kindergarten program within the district. All buildings offering a kindergarten program should be accounted for in the column labeled “Number of Buildings”.

The “Other Program Options” dropdown box offers kindergarten program options that are less typical. These programs may have one type of program the first semester and a different type in the second semester. If the district's kindergarten program type is NOT described from the choices, please describe the program in the box provided.

Department of Education Website – Kindergarten to Grade 3

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=632&Itemid=2140

Section C – Early Childhood Advisory Committee

Report data related to the existence and functioning of an Early Childhood Advisory Committee. This is a committee that specifically looks at the status of programming in the district for young children through the early primary grades, typically PK – 3.

Early Start Waiver (Public Districts and Nonpublic Schools)

Purpose:

Section 279.10 of the *Iowa Code* indicates that the school year shall begin on the first day of July. Districts cannot officially start classes any earlier than a day during the calendar week in which the first day of September falls. However, Subsection 4 of 279.10 provides a mechanism for districts to request a waiver to start the school year earlier than specified in *Code*. Districts wanting to request an early start waiver may do so using the Early Start Calendar Waiver Request form.

Guidance:

Section 279.10 of the *Iowa Code* specifies that school shall continue for one-hundred and eighty (180) days. This form asks districts and non-public schools to identify their intended start date, their intended end date, and request an early start waiver if applicable. Those districts and non-public schools requesting an early start waiver must also indicate the date of a public hearing which addressed the impact of an earlier start date locally. This public hearing must be held prior to start of the new school year, July 1st.

Department of Education Website – Waivers and Exemptions

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=483&Itemid=1219

Iowa Code: 279.10

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode>

Graduation Requirements (Public Districts and Nonpublic Schools with High Schools)

Purpose:

Local districts adopt graduation requirements in accordance with state mandates. The locally defined requirements are identified as a specific “number of units” for specified curricular areas. Local graduation requirements which are in compliance with state law provide a foundation for the acquisition of the skills, knowledge and behaviors needed for life in the 21st century. The Graduation Requirements page enables districts to report local requirements for the current graduating class and to validate compliance with state law.

Guidance:

The State Board of Education has adopted rules establishing a core curriculum and beginning with the class of 2010-2011, high school graduation requirements for all students in school districts and accredited nonpublic schools must include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.

On the Graduation Requirements page, indicate the number of Carnegie Units, not credits, required in grades 9-12 for high school graduation in each of the specified areas.

One unit is earned for a course which meets at least 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For example, a class which meets one 50 minute period a day for both semesters is usually two local credits, but only one Carnegie Unit. (Use fractional units if necessary [e.g., 0.5, 0.25, 0.33]).

Even though many more courses may be offered and taught in a district, identify only the units required for high school graduation.

Iowa Administrative Code: 281-- 12.5(5)

<http://www.legis.state.ia.us/IAC.html>

LEP/ELL Staffing (Public Districts and Nonpublic Schools)

Purpose:

Iowa Code requires that when a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. In meeting this requirement, district personnel need access to ongoing support and professional development as they help students of limited English proficiency participate successfully in academic instruction provided in English. The LEP/ELL Staffing form provides districts the opportunity to report the types of professional development activities related to the teaching and learning of limited English proficient students and to cite the number of participants involved in such activities.

Guidance:

The Department of Education has monitoring and technical assistance responsibilities for LEP/ELL programming. The LEP/ELL Staffing form asks for the LEP/ELL Contact for the building. This individual may be the building administrator or the LEP/ELL coordinator for the school.

The identification of the type(s) of Professional Development activities is required on the form. Check as many activities applicable to the teaching and learning of LEP/ELL students as needed.

A variety of district and community people may be involved in Professional Development activities related to limited English proficient students. Participation totals based on category type must be accounted for and entered as whole numbers.

Department of Education Website – English Language Learners

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode>

Iowa Administrative Code: 281-- 60.3

<http://www.legis.state.ia.us/IAC.html>

Iowa Administrative Code: 281-- 60.5

<http://www.legis.state.ia.us/IAC.html>

Postsecondary Enrollment Options (Public Districts)

Purpose:

The Postsecondary Enrollment Options (PSEO) Act offers Iowa high school students an opportunity to experience a wider variety of academic courses and promotes participation in rigorous academic curricula. The PSEO Act enables eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Currently, ninth and tenth grade students identified as gifted and talented according to the district's criteria and procedures may also participate. The Postsecondary Enrollment Options page allows districts to post the cost for all PSEO eligible courses.

Guidance:

The availability of and requirements for the program must be included in the district's student handbook. Information about the program must be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan under section [279.61](#) of the *Iowa Code*. The school district shall establish a process by which students may indicate interest in and apply for enrollment in the program.

Enter the total amount for which the district was billed by postsecondary institutions for postsecondary enrollment options (PSEO) courses. This amount cannot exceed the number of PSEO courses taken by students multiplied by \$250.

Department of Education Website – Postsecondary Enrollment Options Act

http://iowa.gov/educate/index.php?option=com_content&view=article&id=1856&Itemid=2596#PSEO

Iowa Code: 261E.6

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode>

Building Level Forms:

Information in this section describes the building level reports and should be completed by the person responsible for the particular information being requested.

Address Review (Public Schools and Nonpublic Schools)

Purpose:

Each year the Iowa Department of Education publishes the *Iowa Educational Directory*. This directory is distributed to various educational, legislative, business and community entities throughout Iowa. Data submitted through the Address Review pages are the foundation for the directory and provide current district information for a variety of purposes.

Guidance:

To review and/or edit address information, click the button for a specific building. This will take you directly to the "Address Information" form which allows you to make the needed changes. If no changes are required, simply select the "Info Is Correct" button. Select "Back to Address Review Page" to review and/or edit other buildings.

To make a change to an existing building, click "Request Changes" on the Address Information form. Once all changes have been made, click "Post Request" to save. This will let the Department know that the building has been reviewed and updated.

Please examine all elements of the Address Information form to ensure accuracy.

To return to the "Address Review" form, select "Back to Address Review Page."

Adding or Closing a Building

To add a building to the district, select "Address Information" from the Form Dropdown Menu, navigate to "Building 0000" on the School Dropdown Menu and click "Go." On the page for the District Office Building is a button labeled "Add New Building." Clicking this button will open a form requesting information about the new building. Complete the form, review data for accuracy and click "Post Request." These changes will not become effective until July 1.

To close a building, select "Address Review" from the Form Dropdown

Menu. Select the building that you are closing. Click "Close this Building." Verify that the building is to be closed by selecting "Yes, I want to close this Building." This will email the Department a notification that the building is to be closed for the upcoming school year. Again, these changes will not become effective until after July 1.

Anti-Bullying/Harassment (Public Schools and Nonpublic Schools)

Purpose:

The State of Iowa is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To this end, the Iowa Legislature in 2007 enacted legislation requiring all school districts and accredited nonpublic schools in Iowa to have anti-bullying/anti-harassment policies and to have identified procedures for the investigation, collection and reporting of data related to incidents of bullying and harassment. Districts are to report incidents of bullying and harassment, including those where electronic devices were intentionally used to bully or harass. The investigation, collection and reporting of bullying and harassment data is a compliance issue and must be submitted based on perpetrator type (i.e. student, staff member, volunteer) through the Anti-Bullying/Harassment page.

Guidance:

Data reported on this form is based on perpetrator type (i.e. student, staff member, volunteer). Report the number of written complaints and the investigation of these complaints where the alleged bully/harasser was a student, staff member and/or a volunteer. Each incident should be identified based on the contributing cause with a corresponding consequence identified. Ensure that each complaint is taken seriously and reported only once in the appropriate category. Details from the investigation are considered confidential and should not be reported on this form.

Department of Education Website – Anti-Harassment/Anti-Bullying Policies

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1154

Iowa Code: 280.28

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode>

Supplemental Information:

10 Components of Quality Bully Prevention Programs

1. A focus on the entire school environment which includes:

- A comprehensive school-wide effort to fully identify and address problem area or areas.
- A change in the environment to effectively combat bullying behaviors.
- A change in student and staff behavior norms to successfully address the problem.

2. Data driven decision-making:

- Decisions about the implementation of program components are made and modified after the analysis of data that is collected.
- Students participate in a survey of their school climate and behaviors.
- Parents and school staff participate in a survey of the school climate and behaviors.

3. Support for any bullying prevention program is provided by:

- District and school administrators
- A majority of classroom teachers and Para educators in the building
- Clerical, custodial, food service & transportation staff

4. A coordinating group within the school takes a leadership role in the school's bullying prevention efforts.

The coordinating group includes:

- An Administrator
- A School Counselor
- At least one Parent
- A Community Member
- A Teacher from each grade level
- A Non-Teaching Staff Member (i.e. bus driver or custodian)
- A School-based Health Professional

5. Training for the bullying prevention program is provided for ALL staff.

- Administrators
- All teachers
- Health & mental health professionals
- Support staff
- Custodians
- Bus drivers
- Lunchroom supervisors
- Playground aids
- Volunteers

6. Rules and policies about bullying behavior are developed and enforced.

- Rules guide the behavior of children who bully & children who are bystanders.
- Staff members' follow-up with consistent positive & negative consequences.

7. Adult supervision increases in areas identified as "Hot Spots".

- "Hot spots" are identified on student surveys.
- All adults in the school community are vigilant to intervention when bullying behavior occurs.

8. When a bullying behavior is observed, interventions are consistent & appropriate.

- All adults are prepared to intervene appropriately on-the-spot, whenever they observe bullying behaviors.
- Plan for follow up with children who bully as well as victims of bully behaviors and by-standers.
- Students are empowered to report bullying behaviors and know how to respond when they observe a peer being bullied.

9. Classroom time includes messages and lessons on bullying prevention.

- A small amount of time each week is set aside to learn about bullying prevention.
- Students and staff discuss bullying & peer relations.
- Staff uses videos, story books, role-playing, and artistic expression.
- Bully prevention information is integrated across the curriculum.

10. Prevention efforts are continued over time.

- Although a kick-off event is generally held at the beginning of the implementation of a bully prevention program, the effort is sustained over time and does not have an end-date.

Adapted from "Bully Prevention and Intervention in a Post-Columbine Era" workshop at the Power and Empowerment: Iowa Governor's Conference on Bullying and Harassment, January 27, 2005, Ames Iowa, Susan P. Limber, PhD, presenter

Unsafe School Individual Student Option Transfer (Public Schools)

Purpose:

Under Iowa's Unsafe School Choice Options rules [281—Iowa Administrative Code chapter 11], a student who is the victim of certain acts of violence in the

school building or on the grounds of an attendance center shall be permitted to transfer to another attendance center within the district. Individual Options Transfer page allows districts to validate compliance by reporting the number of student transfers.

Guidance:

Report the actual numbers for transfers offered, transfers accepted and transfers completed for the current school year. Chapter 11 rules extend an absolute right to the victim to transfer, but only to another attendance center for the child's grade level within the district. There is no requirement that a request to open enroll to another district be granted. However, if there is reason to believe that a transfer to another attendance center within the district is not a workable option, the Department encourages districts to grant open enrollment requests.

A sample notice for districts with multiple attendance centers to use when a student becomes a victim of school violence can be found at the Department of Education website. **The notice is not a general notice to be sent to all students, but is to be sent only to those who become victims of violence at school.** It is recommended that districts retain a copy of the notice, along with any request for transfer, in BOTH the victim's records and in a newly created Unsafe Schools Choice file. For your protection, retain copies for a minimum of one year after the victim graduates from high school.

If you have questions about chapter 11 or about the sample notice, please contact Carol Greta at carol.greta@iowa.gov or (515) 281-8661.

Department of Education Website – Title IV Part A Safe and Drug Free Schools

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=680&Itemid=1663

Iowa Administrative Code: 281 – 11.4

<http://www.legis.state.ia.us/IAC.html>

LEP/ELL Academic (Nonpublic Schools)

Purpose:

Iowa's non-public schools use "standardized" assessment instruments at multiple grade levels to ascertain whether students are academically proficient. Results from these test data for students of limited English proficiency must be collected and reported. The LEP/ELL Academic form provides non-public schools a

mechanism for reporting data related to academic assessment and proficiency for all LEP/ELL students in the school.

Guidance:

If your school had no LEP/ELL students reported for the current school year click the box indicating no LEP/ELL students. Then, click the Update button. If the “None” box is checked, no additional information is necessary.

Example:

Check here and click on UPDATE if your school had no Limited English Proficiency students.

The LEP/ELL Academic form is divided into 4 sections.

Part A of this form (pictured below) requests information on the number of LEP/ELL students taking standardized tests in the areas of English reading comprehension, mathematics, and science during the current school year. In addition the results for students in grades 3 through 8 and 11th grade are entered for reading, math and science.

In each of the academic areas listed, please indicate the number of LEP/ELL students taking each test.

Academic Tests			
	ITBS/ITEDS		
	Reading	Math	Science
03	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>	<input type="text"/>
06	<input type="text"/>	<input type="text"/>	<input type="text"/>
07	<input type="text"/>	<input type="text"/>	<input type="text"/>
08	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals			

For each of the grades listed, enter number of LEP/ELL students by academic areas tested and performance level. **LOW** - percentile rank range of 1-40; **INTERMEDIATE** - percentile rank of 41-89; and **High** - percentile rank of 90-99.

Subject Tested	Grade Level	Total Number of LEP/ELL students by Performance Level		
		Low	Intermediate	High
Reading	04	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	04	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading	08	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	08	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	08	<input type="text"/>	<input type="text"/>	<input type="text"/>

Part B of this form (pictured below) identifies the English Proficiency level of LEP/ELL students at the time of placement. Enter the number of LEP/ELL students by grade level and proficiency level. Then enter the number of students by the test used for placement.

Part B: Enter the number of LEP/ELL students by grade level and proficiency level. Then enter the number of students by the test used for placement.

Grade Level	ELL Program Placement			Test Used		
	Non-Proficient	Limited	Proficient	IPT	LAS	OTHER
K	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
01	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
02	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
03	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
06	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If other, please Specify in box below

Part C identifies the number of LEP/ELL students by LEP/ELL program. Program type descriptions are listed below.

Bilingual Dual Language Program- Also known as two-way or developmental. Students develop language proficiency in two languages by receiving instruction in

English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

Transitional Bilingual Program- Also known as early-exit bilingual education. Utilizes a student's primary/native language in instruction. The program maintains and develops skills in the primary/native language and culture while introducing, maintaining, and developing skills in English. The primary purpose of the program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the primary/native language to the extent necessary.

Bilingual Heritage Language Preservation Program- Program that continues with the development of a student's native/home or ancestral language

English as a Second Language Sheltered English Instruction Program- An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.

ESL Pull-Out- A program in which ELL students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

English as a Second Language Structured English Immersion Program- The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary/native language.

Other English as a Second Language Program (not listed)- Other English as a Second Language Program (not listed)

Part D asks for the total number of LEP/ELL students and by-grade counts of LEP/ELL students who have been retained in their grade at the end of the year, placed in special education programs, placed in a gifted and talented program, dropped out of school or are being transitioned. If there are no students in a

specific category you may leave it blank.

Part D: LEP/ELL Students Educational Status for the Current School Year:

Grade Level	Status					
	Retained in grade	Placed in Special Education Program	Placed in Gifted & Talented Program	Dropped out of school	Transitioned Year 1	Transitioned Year 2
PK	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
01	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
02	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
03	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals	0	0	0	0	0	0

For more information regarding LEP/ELL students, contact John Scott at (515) 281- 3805 or john.scott@iowa.gov

Department of Education Website – English Language Learners

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode>

Iowa Administrative Code: 281--60.3

<http://www.legis.state.ia.us/IAC.html>

Iowa Administrative Code 281--60.5

<http://www.legis.state.ia.us/IAC.html>

LEP/ELL Student Reclassification (Non-publics)

Purpose:

Information regarding the number of limited English proficient students exiting and re-entering your school's LEP/ELL program need to be collected and reported. These data are submitted on the Student Reclassification form.

Guidance:

If your school or district had no LEP/ELL students or none exited or re-entered the program, please check the “None” box and click Update.

Provide a grade level count of all LEP/ELL students that exited and/or re-entered at some point during or at the end of the school year.

Exited: A student is considered as “Exiting” the LEP/ELL program if they have successfully met the exit criteria established by your school for completion of the LEP/ELL program.

Re-entered: A student is considered as Re-entering the LEP/ELL program if they “Exited” the program at some point in the past but needed additional LEP/ELL services during the current school year and returned to the LEP/ELL program.

Monitored Year 1 and Monitored Year 2: A student is considered monitored if they are proficient in English and have exited the program. These students are being monitored academic success for up to two years. These students no longer need to take the placement test.

Click the Update button to save the changes.

Provide a grade level count of all LEP/ELL students that exited, re-entered, or being monitored at some point during or at the end of the school year.

Grade	Number Exited a Program	Number Re-entering a Program	Monitored Year 1	Monitored Year 2
PK	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
K	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>	<input type="text" value="8"/>
01	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
02	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
03	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
04	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
05	<input type="text" value="7"/>	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="1"/>
Total	37	35	33	31

Department of Education Website – English Language Learners

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=lowaCode>

Iowa Administrative Code: 281-- 60.3

<http://www.legis.state.ia.us/IAC.html>

Iowa Administrative Code 281-- 60.5

<http://www.legis.state.ia.us/IAC.html>